EETT GRANT COMPETITION 2007 APPLICATION

11/2//06

NOTE TO APPLICANTS: This document describes the application process and contains information and instructions needed to apply for an award under this competition. The grant form and budget form are available at http://www.usoe.org/curr/edtech/grants/state/

PROGRAM DESCRIPTION

Name of Grant Program: Enhancing Education Through Technology (EETT) Grant Authorization:

Elementary and Secondary Education Act (ESEA) "No Child Left Behind Title II, Part D, Subpart 1

Eligible Districts Notified: October 20, 2006

Technical Assistance Meeting: Tuesday, November 14, 2006 Nebo Learning Center, Springville; 1:00 - 4:00 for the meeting

Grant Applications Distributed: Draft by Sept 28, 2006 (Final printed copy distributed to qualifying districts on November 2, 2006 via mail.)

Deadline for Applications: January 31, 2007

Grant Rubrics/Application/Research Sent to Readers

Scores from Readers due: February 22-23, 2007

Executive Committee Convenes/Final Appropriation: February 28, 2007

Grant Recipients Notified: March 4, 2007

Funds Available: March 4, 2007

Eligible Applicants:

A qualified grant recipient is either a "high-need local educational agency" or an "eligible partnership." A "high-need local educational agency" is an LEA that is among those LEAs in the state with the highest numbers or percentages of children from families with incomes below the poverty line AND either serves one or more schools identified for improvement or corrective action, or has a substantial need for assistance in acquiring and using technology. For this competition, a "substantial need for assistance in acquiring and using technology" means the targeted school has need for professional development for technology integration to improve student achievement.

An "eligible partnership" is defined:

A) shall include at least one high-need local educational agency and at least one —

(i) local educational agency that can demonstrate that teachers in schools served by the agency are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in —

(I) classroom instruction in the core academic subjects; and

(II) the preparation of students to meet challenging State academic content and student academic achievement standards;

(ii) institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965 and that has not been identified by its State as low-performing under section 208 of such Act;

(iii) for-profit business or organization that develops, designs, manufactures, or produces technology products or services, or has substantial expertise in the application of technology in instruction; or

(iv) public or private nonprofit organization with demonstrated experience in the application of educational technology to instruction; and

(B) may include other local educational agencies, educational service agencies, libraries, or other educational entities appropriate to provide local programs.

This program is governed by the Uniform Provisions and requires the equitable participation of students and teachers in private schools located in school districts where grants are awarded.

Only qualified LEAs may apply for and benefit from EETT competitive grant funds. An LEA may participate in only one grant application. Note: A qualifying local education agency must serve as the fiscal agent in a partnership.

Absolute Priority:
NOTE: All Absolute Priorities must be met to qualify for the competition.

The absolute priority for Utah's EETT program is for qualifying LEAs to target qualifying schools and their feeder schools that:

1) meet LEA qualification requirements:

a. are high poverty

AND

b. are low performing on NCLB AYP academic performance measures, eligible for program improvement status, and/or schools with a substantial need for assistance in acquiring and using technology

2) have a NCLB plan consistent with the goals of the state technology plan including:

a. identifying and promoting effective teaching strategies that integrate technology

b. delivering classroom-focused, sustained, and intensive, high-quality professional development for teachers, administrators and library media personnel to further the effective use of technology in the classroom and library media center

c. increasing access to technology for students in high-poverty and high-need schools, or schools identified for school improvement

d. collaborating with adult literacy service providers

e. evaluating and tracking progress

3) coordinate activities with all available funds provided under this subpart with activities and funds available from other Federal (including Title I and Title II and other ESEA programs), state, and local sources to improve student academic achievement including technology literacy

4) commit to using CRT data as the culminating evaluation of improved student achievement

5) commit to grade-level, subject-level, or school-wide student impact

6) commit to instituting and sustaining an effective and replicable professional development model targeting improved student achievement through technology integration

Goal/Purposes:

• Improve student academic achievement through the use of technology in elementary and secondary schools

• Assist students – regardless of race, ethnicity, income, geographical location, or disability – in becoming technologically literate

• Encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated

• Increase the number of teachers with an educational technology endorsement

The Purposes:

The EETT program funds are to support district/partnership professional development initiatives that enable school personnel and administrators to integrate technology effectively into curriculum and instruction that are aligned with State standards. (Professional development activities must be high quality, sustained, intensive and classroom-focused in order to have a positive and lasting impact on

classroom instruction and the teacher's performance in the classroom; and are not 1-day or short-term workshops or conferences.)

• Encourage the establishment or expansion of initiatives that are designed to increase student access to technology

• Encourage technology integration partnerships to leverage compatible funding sources

• Establish model schools for demonstration of successful technology integration for increased student achievement

Use of EETT Competitive Grant Funds:
Professional Development for Student Achievement:

Each grant recipient must use a minimum of 50% of its awarded funds to provide classroom-focused, ongoing, sustained, and intensive high-quality professional development to support technology tools/resources to enhance teaching and student academic achievement of the Utah State Core Curriculum.

Grant funds are to increase access to and use of technology tools for students. Funds are to focus on raising grade-level, subject-level, or school-wide student academic achievement in qualified schools by fostering a deeper understanding of the core curriculum.

Total Funds Available: $625,740 for one year
To the extent possible, competitive funds will be distributed equitably among geographic areas within the State, including urban and rural communities. Competitive priority is given to applications that include a dollar match from other funding sources.

Range of Competitive Grant Awards:
A maximum of $15,000 of EETT grant funds per teacher/classroom with a maximum of $156,435 per grant application.

Monitoring/Accountability of Grant Recipients:
Each grant recipient is required to:

1) Undergo a review of the evaluation design before and during project implementation

2) Submit a reconciliation report of proposed/actual expenditures and accounting of progress of the timeline of the grant to the EETT executive committee March 2008, November 2008. The November report includes the CRT data results to support anecdotal data.

3) Present best practices at the annual spring UCET conference

4) Present a grant report to the annual TCC fall meeting

5) Host an extended open house inviting the community, other Utah LEAs, and other interested parties during the spring of the grant

6) Collaborate with the state grant monitor

Submission Requirements:

A complete application requires all of the following parts, assembled in the order indicated. Please use the Grant form and Budget form provided at http://www.usoe.org/curr/edtech/grants/state/

Application Cover Sheet signed by the fiscal school system superintendent (Form 1)

Competitive Application - Project Summary, Project Detail (needs, capacity, impact, research-base, professional development integration, action plan, and partnerships), and Budget Narrative and Forms (Forms 2-4)

Appendix A: List of participating school(s) by LEA, Title I status, rationale for selection, number of teachers to receive professional development

Appendix B: Letters of commitment from grant partners

The application must be submitted no later than midnight. on January 31, 2007, to both program contacts via e-mail. (Letters and the cover sheet may be attached as PDFs or be faxed.)

Program Contacts:

Rick Gaisford - (801) 538-7798 FAX: 801-538-7769

USOE Educational Technology Specialist

rick.gaisford@schools.utah.gov

Kathleen Webb - (435)586-6160

USOE Online Tools Specialist

webb_k@suu.edu

Technical Assistance:

A briefing for applicants will be held October 26, 2006 at Nebo Learning Center in Springville from noon until 4:00 p.m. Other assistance in developing applications is available upon request. Support is available at http://www.usoe.org/curr/edtech/grants/state/

GRANT APPLICATION has 4 FORMS and 2 APPENDICES

Please download forms from: http://www.usoe.org/curr/edtech/grants/state/

FORM 1 Cover Sheet

1) Grant Title

2) Amount requested and amount of match

3) LEA participants and percentage of money to be received from the grant

4) Other partners and percentage of money to be received from the grant

5) Percent of requested funds designated for professional development

6) Assurance that indirect costs (if taken from grant award) conforms to regulations

7) Statement of assurance that all LEAs receiving funds from this grant have a substantial need for assistance in acquiring and using technology as demonstrated by their agreement to not transfer any formula Title II Part D funds out of their district's Title II Part D budget

8) Fiscal LEA Superintendent signature

FORM 2 Project Summary
Write a brief overview of the project (up to two pages) detailing how your proposal meets the goals and purposes of this grant competition. Include your project goals, timeline overview, and success measures.

Project summary – goals:

0	1	2	3
Project is not clearly aligned to the goals of this grant competition.	Project includes a comprehensive plan to increase student academic achievement and is clearly aligned to the goals of this grant competition.	Project includes research base for using technology as part of a comprehensive plan to increase student academic achievement and is clearly aligned to the goals of this grant competition.	Project includes research base for using technology as part of a comprehensive plan to increase student academic achievement by increasing end-of-level tests scores and articulates the correlation between the project goals and the goals of this grant competition. Project includes specific goals that are sustainable, and are focused on grade-level, subject-level or school-wide student impact. Project will increase the number of teachers with an educational technology endorsement.

Project summary – timeline and success measures:

0	1	2	3
Neither timeline or success measures are included.	Timeline and success measures are inadequate to accomplish project goals.	Timeline or success measures appear to accomplish project goals, but lack adequate detail.	Timeline and success measures clearly lead to accomplishing project goals and are correlated to the research-base.

FORM 3 Project Detail
Competitive priority is given to applicants who fully address the following:

1) District Needs: Articulate the district needs, capacity, sustainability, and impact of this project.

District needs:

0	1	2	3
District needs not aligned with the goals and purposes of this grant competition.	District needs are inadequately articulated or are not aligned with the goals and purposes of this grant competition.	District needs are adequately articulated and are aligned with the goals and purposes of this grant competition.	District needs are compelling and the project clearly meets those needs, and are aligned with the goals and purposes of this grant competition.

Capacity and sustainability:

0	1	2	3
Capacity of the participants to meet the project goals is not evident or plan for sustainability after the end of the grant is not evident	Capacity of the participants is inadequate to meet the goals of the project, or plan for sustainability is not adequate.	Capacity of the participants to meet the project goals is evident and the plan for sustainability after the end of the grant is reasonable.	Capacity of the participants to meet the project goals and the plan for sustainability after the end of the grant is compelling.

Impact:

0	1	2	3
Project does not have a grade-level, curriculum area, or school-wide impact target. Project offers no evidence of changes to teacher practice.	Project clearly targets impact on a specific grade-level, curriculum area, or school-wide improvement focus. Project offers some evidence teacher practice improves.	Project clearly targets impact on a specific grade-level, curriculum area, or school-wide improvement focus with specific timelines and benchmarks to improve teacher practice. Project offers specific evidence teacher practice improves.	Project demonstrates a clear impact on raising grade-level, subject-level, or school-wide student academic achievement in targeted schools. Project includes specific evidence teacher practice improves as evidenced by student collaboration, inquiry and higher order thinking classroom learning activities.

Note: List participating school(s) by LEA, Title I status, rationale for selection, number of teachers to receive professional development in Appendix A.

2) Research-base: Articulate how the project is based on high quality research and will improve student academic achievement.

Research-base to impact student achievement:

0	1	2	3
Project has no obvious connection to a research-based model to impact student achievement.	Project is based on non peer-reviewed vendor supplied research data that supports this project's likelihood to positively impact student performance and implementation matches the model.	Project is based on in-house supplied research data that supports this project's likelihood to positively impact student performance and implementation matches the model.	Project is based on high quality, independent research that supports this project's likelihood to positively impact student performance and implementation matches the model.

3) Professional Development: Articulate the professional development activities, how they align with the Utah Staff Development Guidelines, and the level of integration with district professional development activities.

Professional development integration:

0	1	2	3
Professional development activities include workshops or other singular training events.	Professional development activities include multiple workshops or other training events over time comprising a sustained professional development plan.	Professional development activities include multiple workshops or other training events over time comprising a sustained professional development plan which includes in-class coaching, mentoring, and modeling.	Professional development activities include multiple workshops or other training events over time comprising a sustained professional development plan which includes in-class coaching, mentoring, and modeling as well as a formal structure for developing and supporting learning communities of practice.

A sustained professional development plan includes attributes from the Utah Educator Professional Development Guidelines.

Utah Educator Professional Development Guidelines
(adapted from National Staff Development Council)

The primary purpose of professional development is to ensure high levels of learning for all students through improved professional learning experiences for every school employee who affects student learning. These standards are intended to be used by schools and school districts to improve the quality of a their professional development efforts so that student learning will be increased. Recent research identifies and supports the link between student achievement and the professional learning of educators. The standards fall into three categories: context, process, and content. Context standards describe "where" the learning will be applied, the organizational environment in which improved performance is expected. Process standards refer to "how" the learning occurs. Content standards refer to "what" is learned.

Context Standards
Professional development that improves the learning of all students:

• Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)

• Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)

• Requires resources to support adult learning and collaboration. (Resources)

• Appropriates at least 10% of the total operating budget for professional development (Money)

• Provides job-imbedded time for educators to engage in continuous improvement. (Time)

Process Standards
Professional development that improves the learning of all students:

• Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)

• Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)

• Prepares educators to apply research to decision-making. (Research-Based)

• Uses learning strategies appropriate to the intended goal. (Design)

• Applies knowledge about change and human learning. (Learning)

• Provides educators with the knowledge and skills to collaborate. (Collaboration)

• Provides knowledge, skills and attitudes regarding organizational development and systems thinking. (Organization/Systems)

• Provides for the phases of the change process: initiation, implementation, and institutionalization. (Change)

Content Standards

Professional development that improves the learning of all students:

• Prepares educator to understand and appreciate all students; create safe, orderly, and supportive learning environments; and hold high expectations for students' academic achievement. (Equity)

• Addresses diversity by providing awareness and training related to the attitude, knowledge, skills, and behavior needed to ensure that an equitable and quality education is provided to all students. (Diversity)

• Enables educators to provide challenging, developmentally appropriate curricula that engage students in integrative ways of thinking and learning. (Developmentally-Appropriate)

4) Action plan: Detail the main project activities including staffing, professional development resources and schedules, facilities, timeframes, hardware deployment. Include details on the data points you will collect to inform grant decisions (e.g. focus groups, CRT scores, teacher surveys, classroom observations, participant interviews, teacher portfolios of student work, etc.)

Action plan - logistics:

0	1	2	3
Action plan is poorly defined or incomplete.	Action plan addresses some staffing, professional development resources and schedules, facilities, timeframes, hardware deployment needed to accomplish the project goals.	Action plan addresses staffing, professional development resources and schedules, facilities, timeframes, hardware deployment are defined but are not realistic or may not accomplish the project goals.	Action plan addresses staffing, professional development resources and schedules, facilities, timeframes, hardware deployment are realistic and can clearly accomplish the project goals.

Action plan – assessment, evaluation, success measures:

0	1	2	3
Action plan uses only CRT data for assessment and evaluation of success.	Action plan uses CRT data and at least one other data point for assessment and evaluation of success.	Action plan uses CRT data and at least two other data points for evaluating student progress and change in teacher practice for assessment and evaluation of success.	Action plan uses CRT data and at least two other data points for evaluating student progress and change in teacher practice for assessment and evaluation of success, as well as data points from formal assessments used in a process to formatively evaluate grant implementation.

5) Partnerships Articulate the breadth of partners involved in the project. Partnerships can be with other LEAs, Higher Ed. Institutions, libraries, and/or other private and public for-profit and non-profit entities with technology expertise to improve the use of technology in instruction. An "eligible partnership" is a partnership that includes at least one high-need LEA and at least one of the following:

a) other LEA that can demonstrate that teachers in its schools are effectively integrating technology and proven teaching practices into instruction, based on a review of relevant research, and that the integration results in improvement in classroom instruction and in helping students meet challenging academic standards.

b) an institution of higher education that is in full compliance with the reporting requirements of section 207(f) of the Higher Education Act of 1965, as amended, and that has not been identified by the State as low-performing under that act.

c) a for-profit business or organization that develops, designs, manufactures, or produces technology products or services or has substantial expertise in the application of technology in instruction.

d) a public or private nonprofit organization with demonstrated expertise in the application of educational technology in instruction.

e) multiple qualifying LEAs.

Partnership priority:

0	1	2	3
Grant has no apparent collaborative partnerships.	Benefit of collaborative partnerships is unclear.	Benefit of grant collaborative partnerships is clear and compelling and includes higher ed, public library, adult literacy programs, or other non K12 educational partnerships.	Combined Urban Rural collaboration partnerships are integral to accomplishing the proposed activities to improve the use of technology in instruction and includes higher ed, public library, adult literacy programs, or other non K12 educational partnerships.

FORM 4 – Budget Narrative and Forms

Narrative explaining the overall budget including how grant monies support the grant goals. Include

project budget form available at: http://www.usoe.org/curr/edtech/grants/state/

Budget aligned with project goals:

0	1	2	3
Budget does not directly support the project goals, activities and success measures.	There is evidence the budget supports some, but not all, of the project goals, activities and success measures.	There is evidence the budget supports most, but not all, of the project goals, activities and success measures.	There is evidence the budget supports all of the project goals, activities and success measures.

Also attach copies of Title II Part D flow-through and other program budgets for each LEA noting all

matching funds including funding sources and nature of match.

Matching funds:

0	1	2	3
Grant budget includes less than 33% dollar (not in-kind) district matching funds or only includes in-kind match.	Grant budget includes between 33% and 66% dollar (not in-kind) match from district or other funds.	Grant budget includes between 67% and 99% dollar (not in-kind) match from district or other funds.	Grant budget includes at least 100% dollar (not in-kind) match from district or other funds.

Appendix A: List of participating school(s) by LEA, Title I status, rationale for selection, number of teachers to receive professional development.

Appendix B Letters from Grant Partners

Letters of commitment:

0	1	2	3
No letters.	Commitment letters are missing from one or more administrators.	All commitment letters are included from administrators, but are of a generic nature as to what each administrator commits to during the project.	All commitment letters are included from administrators, and specifically address what each administrator commits to during the project including matching funds.